

Sequoia Union High School District

Ethnic Studies Scope and Sequence, 2021

Unit 0 (in Life Skills): Community Building, Norm Development, Class Contract Creation, Courageous/Brave/Safe Space Creation, Discussion Norms, etc.

Ethnic Studies Content						
	Semester One: 7 weeks (Leaves 1st quarter for Life Skills, 1 week for Review Week, and 1 week for Finals)		Semester Two: 18 Weeks (Leaves 1 week for Review Week and 1 week for Finals)			
Units	Unit 1: Introduction to Ethnic Studies and Narrative (3 weeks)	Unit 2: Identity (4 weeks)	Unit 3: Systems of Power (2 weeks)	Unit 4: Migration, Movement, and Diaspora (4 weeks)	Unit 5: Contemporary Case Studies (Revisit Unit 4; 6 weeks for case studies)	Unit 6: Power Movements, Transformation, and Change (6 weeks: 4 weeks for case studies and 2 weeks for YPAR project--can be part of finals)
Essential Questions	<ul style="list-style-type: none"> •What is the field of Ethnic Studies and how did it come to be taught in schools? •How does Ethnic Studies disrupt the dominant narratives to create counter-narratives? 	<ul style="list-style-type: none"> •How have race and ethnicity been constructed in the United States, and how have they changed over time? •What factors shape our identities? How have the inequities of our experience been determined for us by ourselves or others? 	<ul style="list-style-type: none"> •What are the different forms of power and oppression? •How do you recognize systems of power and oppression that can be visible and invisible? 	<ul style="list-style-type: none"> •Who defines what it means to be American? How has American expansion excluded and included BIPOC communities from its beginning? • How are the experiences of indigenous peoples, migrants, forced migrants, enslaved people, and refugees different? How are they similar? How do these differences impact how they have resisted oppression? 	<ul style="list-style-type: none"> •How are systems of power and oppression upheld and perpetuated? • How do systems of power and oppression impact our community? 	<ul style="list-style-type: none"> • How do people and communities use power within and outside existing systems to achieve justice? • What does it mean to resist? Historically, what has been the role of youth in resistance movements?

<p>Enduring Under-standings</p>	<p>Unit 1: Introduction to Ethnic Studies and Narrative</p> <p>Ethnic Studies questions dominant narratives, systems, and their creation to reestablish narratives and systems to center BIPOC communities and their intersections to other social categories.</p> <p>BLM protests of 2020 motivated and prompted student and community members to advocate for Ethnic Studies at Sequoia High School Union District, reflecting the historical origins of Ethnic Studies that also came from student and community activism since 1968.</p>	<p>Unit 2: Identity</p> <p>Race is a social construct designed to create and uphold economic and political privileges and power.</p> <p>Our perspectives and experiences of the world are shaped by our multifaceted identities that are chosen and assigned.</p> <p>Understanding intersectionality ensures that we are holistic and intentional in our advocacy to combat discrimination and division.</p>	<p>Unit 3: Systems of Power</p> <p>The four major forms of oppression are ideological, interpersonal, internalized, and institutionalized.</p> <p>The four major forms of oppression work together and in isolation to uphold current systems of oppression.</p>	<p>Unit 4: Migration, Movement, and Diaspora</p> <p>The experiences of BIPOC communities challenge the ideal of American citizenship, especially when it is rooted in colonization.</p> <p>Systems of power have forced, denied, encouraged, as well as created an aspiration for assimilation in ways that are historically unique to each wave of migration.</p>	<p>Unit 5: Contemporary Case Studies</p> <p>Systems of power rely on dividing and conquering to prevent communities with common interests from working together.</p> <p>Communities experience the lingering and compounding effects of historical systems of power, despite the passage of time due to support and/or unwillingness to address and reconcile.</p>	<p>Unit 6: Power Movements, Transformation, and Change</p> <p>The line of progress is never straight; change takes time and collaboration between individuals, groups, and generations.</p> <p>Youth have developed counter culture to resist against systems of power through media, organizing, and the arts.</p> <p>The position of youth, especially students of color, to create change has been integral to transformation of the status quo</p>
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CCSS Literacy Skills

	<p align="center">Semester One: 7 weeks Unit 1 & Unit 2</p>	<p align="center">Semester Two: 18 Weeks Units 3-6</p>
<p>CCSS ELA-Literacy Standards Reading History</p>	<p>Reading History:</p> <ul style="list-style-type: none"> 9-10.3 Series of Events 	<p>Reading History:</p> <ul style="list-style-type: none"> RH.9-10.4 - Vocabulary in Context RH.9-10.1 Cite Evidence 9-10.7: Incorporate Multimedia Research 9-10.8: Check validity of claims 9-10.9: Contextualize and Corroborate
<p>CCSS ELA-Literacy Standards Writing History, Science and Tech Subjects</p>	<p>Writing History</p> <ul style="list-style-type: none"> 9-10.2 Informational Writing 9-10.4-6 Development, Organization and Style 	<p>Writing History</p> <ul style="list-style-type: none"> 9-10.2 Argumentative Writing 9-10.4-6 Development, Organization and Style 9-10.7 Create research projects that allow students to develop historical thinking skills 9-10.8 Accumulate and integrate multiple sources of information appropriately

CCSS ELA-Literacy Standards Speaking and Listening	Speaking & Listening <ul style="list-style-type: none"> 9-10.1 - Collaborative Discussions 	Speaking & Listening <ul style="list-style-type: none"> 9-10.1 - Collaborative Discussions
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History Social Science Content Standards

**Semester One & Two: 25 weeks
Units 1-6**

History Social Science Framework: Disciplinary Thinking and Analysis Skills	<p>History (Ch. 13, pg. 280-281)</p> <ul style="list-style-type: none"> Evaluate how unique circumstances of time and place, as well as broader historical contexts, shaped historical perspectives, decisions, events and developments. Integrate evidence from multiple relevant historical sources and interpretation into a reasoned argument based on evidence about the past and present it in oral, written, and multimedia presentations Students recognize the complexity of historical causality, including the challenges of determining cause and effect. Students understand that history is an interpretive discipline. They analyze historians' interpretations of the past, including the limitations in historical evidence, and the authors' arguments, claims, and use of evidence. <p>Civics and Government (Ch. 13, pg. 278-279):</p> <ul style="list-style-type: none"> Students evaluate rules, laws, and public policy in terms of effectiveness, fairness, costs, and consequences and propose modifications or new rules to address deficiencies. Students use deliberative discussion, including consideration of multiple points of view, in making decisions or judgments on controversial political and social issues. Students construct and evaluate arguments and counterarguments and positions on issues using appropriate discipline-specific claims and evidence from multiple sources. Students analyze a specific school or community school problem or issue using appropriate disciplinary lenses from civics, economics, geography, and history; propose and evaluate strategies and options to address it; and take and evaluate individual or collaborative actions and/or make presentations on the issue to a range of venues outside the classroom.
History Social Science Framework History Social Science Content	<p>9th Grade Elective - Ethnic Studies (pg. 310 - 313)</p> <ul style="list-style-type: none"> How have race and ethnicity been constructed in the United States, and how have they changed over time? Document the experiences of people of color in order for students to construct counter-narratives and develop a more complex understanding of the human experience Take into account the intersectionality of identity (gender, class, sexuality, among others) to challenge racism Interrogate the systems that continue to perpetuate inequality Better understand the experiences of historically disenfranchised groups - Native Americans, African Americans, Chicana/o and Latina/o, and Asian Americans Organize... the history of racial construction, both domestically and internationally Explore the nature of citizenship by asking how various groups have become American and examining cross-racial and inter-ethnic interactions among immigrants, migrants, people of color and working people. Includes history, literature, economics, sociology, anthropology, and political science